

Childminder report

Inspection date: 15 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is professional and dedicated. She takes great pride in her provision and has high expectations for children's development. The childminder understands the importance of gaining lots of information when children first start, to precisely plan for their future learning. Children are engaged and happy. They settle quickly into new routines and have a strong attachment with the childminder. The childminder is an effective role model who helps children to quickly build important social skills to help them to share and play with others. Children are kind and patient. They listen well to instructions and are displaying increasing concentration and perseverance on new tasks. However, babies and younger children do not have as many opportunities to make their own informed choices in their play or to be fully involved in planned activities. Children behave well and understand boundaries and are learning to cope with their own emotions and feelings. The childminder encourages children to develop good independence in their own self-care and to manage risks. For example, they are learning about how to keep themselves safe outdoors, such as crossing the road. The childminder has a strong support network with other childminders in the area. They meet up on a regular basis on exciting outings and this helps to widen children's social interactions and experiences.

What does the early years setting do well and what does it need to do better?

- The childminder understands the importance of helping children to develop more vocabulary to support their communication and language skills. She introduces more sounds and simple words for younger children. Older children benefit from more-challenging questions to prompt them to express their own views and opinions.
- Children benefit from planned activities to explore with different textures of paints as they make marks on paper with wheels and experiment with colours and shapes. However, the childminder does not adapt these activities to involve much younger children, to help them to build further on their learning experiences.
- The childminder continuously strives to improve her knowledge and understanding by planning well for her continuous professional development. She undertakes many courses and research and shares ideas and suggestions with a wider childminder group to help her to raise the opportunities she provides for children.
- Children are building on skills in their early mathematical development. They count items as they play and use their increasing problem-solving skills as they build towers with bricks and stacking cups. Children press buttons and join items together, showing their recall and memory skills. This also helps children to build on their small physical and manipulative skills.

- Partnerships with parents are well established. Parents are fully involved in their children's achievements and the childminder shares ideas on how they can help their children to continue to learn at home. Parents commend the childminder for her professionalism and the individual attention she gives to each and every child.
- Children benefit from many physical development opportunities and outings in the community. They go on visits to local museums and nature trails to help to promote their overall health and well-being. Babies show their increasing skills as they pull themselves up using items to support their balance. Children are learning the importance of making healthy choices at snack time and to develop an early awareness about things they like and dislike.
- The childminder observes children's progress closely. She uses good systems that help her to monitor their development and to quickly identify potential gaps for additional support. The childminder has a firm focus on how to plan for the next steps in their future learning.
- Older children enjoy making their own choices in their play and learning. However, the learning environment is not as well set up to help babies and much younger children to have the opportunity to play with a full range of resources to build on their own emerging interests.
- The childminder uses self-evaluation well. She has a very firm focus on areas of her provision she wants to continuously improve. The comments of parents and children are an integral part of this process, to help inform further areas for change.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant towards protecting the children in her care. She can identify the significant signs of abuse and how she would report any concerns for a child's welfare. The childminder keeps her knowledge of relevant changes up to date, such as the local authority requirements. A recent safeguarding refresher course has helped the childminder to be fully aware of wider and changing issues. The childminder has strong policies in place that she regularly reviews and adapts to ensure they contain informative details.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure that planned activities are adapted to fully include all children, to build on their learning experiences
- organise the storage of resources, to help babies and younger children to have more opportunities to make their own informed choices in their play.

Setting details

Unique reference number	EY392086
Local authority	Surrey
Inspection number	10060736
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 July 2015

Information about this early years setting

The childminder registered in 2009. She lives in West Byfleet, Surrey. The childminder has an early years qualification at level 3. She works full time, on Monday to Friday from 7.15am to 5.15pm.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The childminder and the inspector conducted a learning walk around the areas of the home used for the childminding provision. The inspector took into account the written views of parents and other childminders.
- The inspector sampled a range of documentation, including suitability checks, policies and procedures, and written risk assessments.
- The inspector observed the interaction of the childminder and the children and the impact the teaching has on their learning and development.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection. The inspector also discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The childminder and the inspector spoke about her professional development and how she evaluates her provision and her current areas identified for improvement.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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